

Multi-Year Action Plan
Submitted to MTCU September 29, 2006
And revised October 19, 2006

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the post-secondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique missions and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the Multi-Year Agreement (MYA).

This Action Plan will set out York University specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 allocations is conditional on the Ministry approving your completed Multi-Year Action Plan. Thereafter, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the Ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to the best way to measure performance and ensure the accountability of colleges and universities.

York University Specific Mission and Objectives

The Ministry recognizes that each university has its own unique mission which will impact on the variety of approaches which will be used across the sector to meet the Ministry's priorities.

Please identify your university's mission or objectives. This may relate to your programming priorities, institutional culture, or student profile:

This York University MYA is based on our institutional priorities as established in our University Academic Plan (UAP) and in our approved multi-year budget plan. Our specific priorities drawn from our UAP as approved by the York University Senate in June 2005 are as follows:

- **Research Intensification-** Our University Academic Plan commits to intensifying and widening the research culture at York including cultivating increased research activity across the entire professoriate, investing more in research infrastructure and building cooperative research partnerships outside York.
- **Expansion of Graduate Enrolment-** York's University Academic Plan commits to significant graduate enrolment growth with proportionately more growth at the PhD level as part of our increased focus on research at York.
- **Stabilization of Undergraduate Enrolment Levels-** Following the double cohort, York is focused on stabilizing undergraduate enrolment levels.
- **Enhanced Quality of the Student Learning Experience and Greater Student Engagement-** Enhancing the quality of the student experience and increasing the levels of student engagement are priorities for York. York University has participated and will continue to participate in several student experience surveys including the National Survey of Student Engagement (NSSE) and the Canadian Graduate and Professional Student Survey (CGPSS). The survey results will inform our efforts to improve the student experience.
- **Review of Academic Programs-** We are committed to undertaking regular reviews of structures and units to ensure that they support and achieve a structural array appropriate to the university mission and academic planning objectives.

A. ACCESS

Increased Enrolment

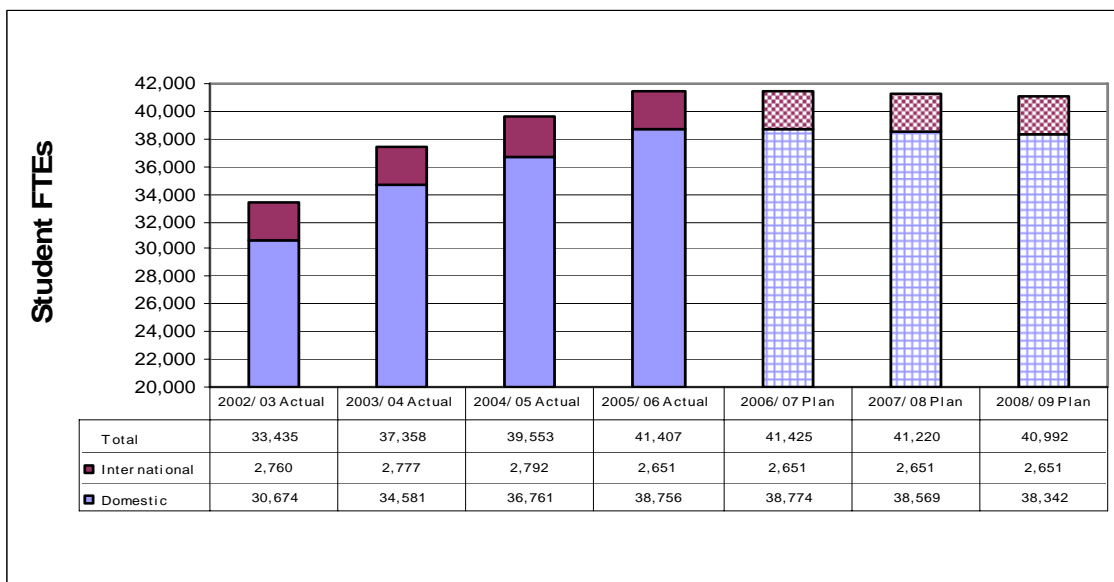
As outlined in Section 2.1 of the MYA, your institution will report on the following pursuant to the established reporting protocols, or as requested by the Ministry:

- *Enrolment growth at the undergraduate level*
- *Achievements of the growth targets agreed to for graduate expansion (if applicable)*
- *Targets agreed to for medical enrolments increases (if applicable)*

The Ministry will use these reports to ensure that the system is on track to meet its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10.

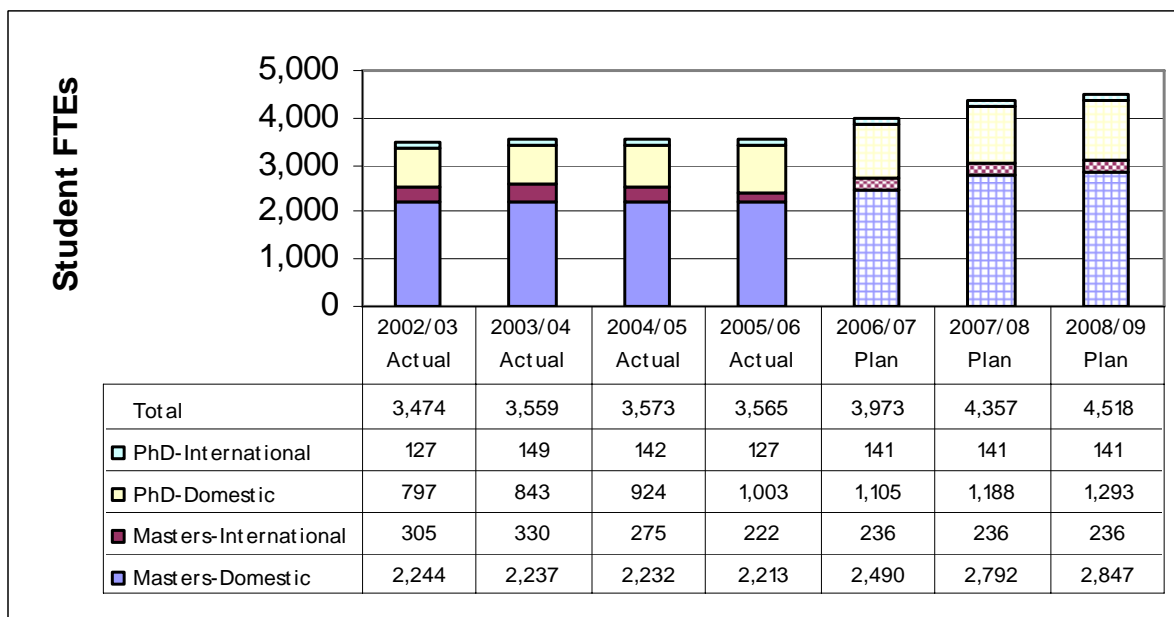
York's recent enrolment history and current undergraduate enrolment plan through to 2008-09 follows.

York Undergraduate FTEs (Actual and Planned) 2002- 2003 to 2008-2009



York's recent graduate enrolment history and current enrolment plan through to 2008-09 follows.

York Graduate Student FTEs (Actual and Planned) 2002-2003 to 2008-2009



Increased Participation of Under-Represented Students

The Ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

Current York University Methods for Identifying Under-Represented Groups

- York is using the NSSE survey to provide overall numbers for first generation students, students from visible minority groups and aboriginal students.
- York is using analysis of census tract data from Statistics Canada and student postal codes to estimate student family incomes.
- York is using OUAC data to identify self-identified francophone students and our own student information system data to identify students studying in bilingual programs.
- Students with disabilities are identified when they self-identify and register with our Disabilities Office.

Note: It should be recognized in most of the above cases we are unable to track individual students and are only able to estimate overall numbers based on survey or census data analyses.

York welcomes the opportunity to work with HEQCO on developing approaches that will allow us to identify and track the progress of students from the under-represented groups.

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation and students with disabilities, as appropriate to your institution's unique focus:

Since York's inception the provision of accessible education has always been a key focus for our activities. As documented in the following statistics, York is already a leader among Ontario universities in providing access for students from under-represented groups.

Summary of York's Current Access Measures

- **First generation** in their families to attend university- 43% of York's 1st and 4th year students. (Source: NSSE)
- **Low average family incomes** – Of students from the GTA going to any Ontario university, York students have the second lowest average family income (Source: postal code analysis of 2001 Census data by York's Office of Institutional Research and Analysis)
- **Visible minority groups** -55% of 1st year students and 65% of 4th year students at York. (Source: NSSE)
- **Students with Disabilities** -over 2,900 York students (self-identified with York's Disabilities office).
- **Aboriginal** - 2% of 1st and 4th year students at York. (Source: NSSE)
- **Francophones** – 2,210 Glendon students in bilingual programs, and 13% of Glendon students and 1.2% of all York students have identified their first language as French. (Source: OUAC)

York's Strategies and Programs

York has invested in several specific initiatives to encourage applicants from under-represented groups and to better meet the special needs of our diverse students.

A. Enhanced Services for Students with Disabilities

Enhanced services for students with disabilities will ensure that York will continue to be an Ontario leader in providing special needs services to our community. This year, we have undertaken a significant expansion of the staffing and scheduling technology resources available for testing and examination requirements to accommodate students with special needs.

B. Maintain and expand community outreach programs to reach under-represented groups (eg: First-generation, visible minorities, low income):

- *York Summer Science Program*: Students from Grades 11 & 12 spent six weeks in the summer semester participating in both lab-based and field-based projects at York's Faculty of Science and Engineering. In 2005-06 20 students participated in the program.
- *York Summer Literacy*: Students preparing to enter Grade 10 who have been identified by teachers and guidance counsellors spent two weeks in the summer semester working with York's teacher candidates to improve their literacy skills. In 2005-06 80 students participated in the program.
- *York Summer Arts*: Students from the community participate in the design, development and successful completion of a large art installation and in doing so become exposed to the university and the opportunities it offers. In 2005-06 146 students participated in this program.

- *Advanced Credit Experience (ACE)*: This program provides senior secondary school students the opportunity to enroll in a university credit course at no cost while they are completing their high school program. In 2005-06 31 students participated in this program.
- *ACE Alumni in the Community*: York ACE graduates return to the community following the completion of their program and provide positive role models for younger students at various community schools. In 2005-06 all 31 program graduates participated in this program.
- *York Youth Connection*: The program is targeted to elementary school students who use York University facilities and their families who attend special events. The goal is to allow members of the community to become familiar with the campus and its resources as an accessible institution. In 2005-06 248 campers participated in this program.
- *York Sport Camps*: provide access to university facilities and faculty/student athletes for in-depth training in soccer, basketball, creative arts and fitness. While increasing campus familiarity, York's Sport Camps also provide positive athletic role models for area students in Grades 4–6, ages 10–12. In 2005-2006 10,525 students participated in the various sport camp programs.

The programs listed above accommodate a wide variety of students, including students from under-represented groups. The figures listed above include all students that participated in the program. In future it is expected that York will be better able to identify students from under-represented groups York continues to work with HEQCO.

C. Expand on and off-campus programming for aboriginal students.

The University actively reaches out to meet with under-represented groups through on-going and special information sessions, both on and off-campus, organized by our Aboriginal Counsellor and our admissions recruitment team. In recognition of the need to have substantial representation in the legal profession York's Osgoode Hall Law School strongly encourages applications from aboriginal students and has in place a special access admissions program. Additional new initiatives are being developed in both the Faculty of Education and the Atkinson Faculty of Liberal and Professional Studies. For example: the development of a BA in Race, Ethnicity and Indigeneity will bring together strengths in anti-racism and social justice in the School of Social Sciences and Arts & Letters at Atkinson; a cross-disciplinary certificate in Aboriginal Studies is being developed jointly by the Faculty of Arts and the Atkinson Faculty; and the Aboriginal Teacher Education Program for students in the concurrent education program will be developed to prepare teachers of Aboriginal Language and Aboriginal Studies under guidelines established by the Faculty of Education in consultation with the TDSB.

D. Build on our leadership role in providing education to first generation students.

We have enhanced our student and parent orientation programs with the objective of improving retention rates and enhancing the learning experiences of our students. In recognition of the financial pressures confronting our students we have established specific awards for first generation students. Recipients of these awards will also participate in mentorship and leadership programs in secondary schools in the city. We have also expanded our work/study programs with an academic focus that will permit students not only to earn funds to offset their educational expenses but to also enhance their academic experience.

E. Introduce new academic programs to recruit increased francophone enrolment at Glendon.

We are proposing a new Centre of Excellence for Francophone and Bilingual Education at Glendon College. The proposal would see the introduction of a new Concurrent Bachelor of

Education program for French immersion teachers along with new graduate programs in Public Affairs and International Studies. A proposed partnership with Collège Boréal would also see French language diploma level programs offered at Glendon. It is anticipated that this would result in an additional 775 enrolments in Francophone postsecondary programs by 2015.

F. Build on student financial support services.

In the Fall 2005 we introduced a new student financial profile service for all incoming and continuing students. This tool gives students full information on available financial assistance and will help ensure that we make the best possible use of our available student support funds.

Accessibility Performance Indicators

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program:

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified.

Strategy / Program	Indicator	Results for 2006-07 to 2008-09
Work with Higher Education Quality Council of Ontario (HEQCO) to develop better means of identifying and following the progress of students from under-represented groups.	N/A	N/A
Continue to expand and support existing our outreach programs, (e.g. Advanced Credit Experience (ACE), Sport Camps), to under-represented communities to encourage elementary and secondary school students to pursue post-secondary studies.	Number of students participating (see page 5-6 for current 2005-06 participation data)	To maintain or increase levels of participation
Maintain and build upon the orientation programming provided to the students and parents of under-represented groups.	Participation rates of students and parents (In 2006 approximately 8,000 and 800 parents participated in York's orientation programming)	To maintain or increase participation rates
Maintain and build upon our successes of recruiting students from under-represented groups.	Participation of students from under-represented groups (see page 5 for current 2005-06 data)	To maintain or increase the number of students from under-represented groups.

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

Funding from the Canada-Ontario Agreement on Minority-Language Education and Second Official Language Instruction, the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education and the Ontario Access and Opportunity Fund has allowed Glendon College of York University to consolidate and develop its educational services by offering more courses in French and increasing the number of pedagogical materials and academic services available to students in French. More courses in French as a Second Language have been created to meet the increased demand from anglophone students enrolled at Glendon, and more specialized second language instructors have been hired to teach these courses.

Glendon has also laid the groundwork to create a concurrent bachelor of education program specializing in French immersion. This new program is expected to attract even more francophone and bilingual students to Glendon and will address a current need in the Ontario school system.

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, York will participate in the Student Access Guarantee, including participating in a new MTCU web-site to allow Ontario students to identify costs and sources of financial aid.

Please indicate below strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principles expressed through the Student Access Guarantee.

York is a leader in providing accessible education and is committed to ensuring that no qualified student will be prevented from attending York due to a lack of financial support programs.

In 2005-06 York distributed bursaries and awards with a value of \$26,189,311 to undergraduate students with financial need. The majority of funding was allocated to students who demonstrated need through completion of York's personal Student Financial Profile on-line form and through emergency aid. Each case was evaluated on an individual basis recognizing the unique circumstances that arise during a student's study period.

For 2006-2007:

York is implementing the following approaches and will participate in the Ministry's consultation process with respect to the Student Access Guarantee.

York is committed to working with the Higher Education Quality Council of Ontario (HEQCO) to ensure our students are provided with all sources of financial support available to achieve their educational goals and meet their financial commitments and responsibilities. Our goal is to help students understand their financial options so that they may focus on their educational priorities.

York University has instituted a Student Access Guarantee that will address not only the tuition/textbook shortfalls of our students but will also serve to meet additional individual needs. We expect to provide at least \$27,690,000 in undergraduate financial assistance through the implementation of the following Student Access Guarantee:

- York University is committed to providing students with identified financial need the resources required to meet their direct education costs associated with tuition, mandatory fees and textbooks. Students must complete their *York Student Financial Profile* to be considered for assistance.
- York University requires students to seek all sources of financial support available, including government student support programs such as OSAP, personal savings, and family contributions. The Ontario government has significantly enhanced the financial support available to students and it is in the interest of York students to pursue this opportunity to the fullest.
- Students with unmet direct education financial needs for tuition, mandatory fees and textbooks (the tuition/book shortfall as calculated by MTCU) will receive York support under the Student Access Guarantee.
- Those who are not eligible to apply for OSAP or other provincial assistance programs, but who have documented financial difficulty, will be considered on an individual basis.
- Financial assistance may be provided in a variety of ways including scholarships, awards, bursaries, work/study as well as access to bank loans established for specific programs.

For 2007-08, the Ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plans may be required in future years.

As noted in Section 1.1 of the MYA, the Ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

York is committed to providing a high quality education experience for our students, one that achieves the highest standards in teaching, research and the student learning experience, resulting in skills and innovation that will support Ontario's economic growth. *Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.*

Please provide a description of your strategies that will support the quality of your undergraduate and graduate learning environment as appropriate to your institution's unique focus. In particular, the Ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

York's Ongoing Student Learning Environment Quality Improvement Initiatives

York is focused on improving the quality of the learning environment. As a result York is actively developing and improving on various initiatives that significantly enhance the educational experience for our students. Some current York initiatives include:

- **Libraries- acquisitions, study spaces & programs**

Study spaces in York Libraries have increased by more than 60% since 2001-02. York Libraries contribute to supporting learning initiatives for students and faculty with resources and skills through tutorials and research guides, Library instruction, reference resources, guides on Academic Integrity and Plagiarism, etc.

- **Academic writing programs**

York provides students with access to academic writing resources with practical instruction on the major elements of effective essay writing. Additionally programs support ESL students, and students who have disabilities affecting language learning and language skills. York also provides students with electronic tutoring, credit courses in academic writing, group workshops, and an on-line writing centre.

- **International and local internship & exchange opportunities**

Over the last several years, York had a more than 100% increase in the number of students participating in formal exchange programs, in International Internship programs, and in study abroad opportunities (through the York International Mobility Award (YIMA)) – a remarkable increase in student interest and enthusiasm to participate in these new learning opportunities.

- **Experiential education opportunities**

York has developed various experiential education opportunities for students in the form of internships, work/study programs, co-operative education, studio arts, laboratory studies and fieldwork. Experiential education has been an integral aspect of York's curricula for many years and we are working to further develop structures and financial systems to support the goals of these programs.

- **Centre for Support of Teaching**

Provides support for excellence and innovation in teaching by assisting individuals, units and Faculties in improving student learning. Many of the effective teaching and learning successes are recognized by the numerous internal and external teaching nominations and awards York faculty members have achieved.

- **Counselling & Development Centre (CDC) programs & workshops**

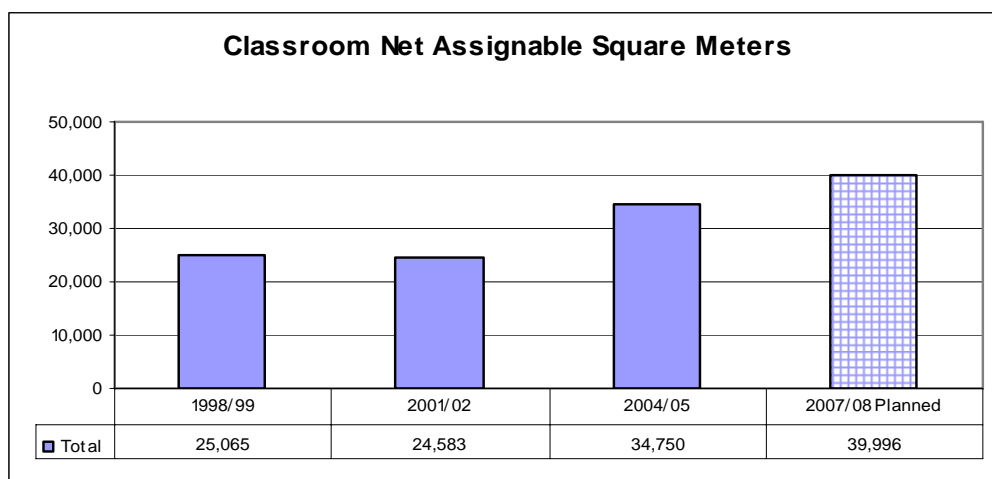
The centre provides a wide range of essential services to the York University Community by supporting students with needs for personal counselling, group development workshops, learning skills training, and support for learning disabilities and psychiatric disabilities.

- **Classroom technology & wireless presence on campus**

Along with the significant changes the new network technologies and infrastructure have brought into the classroom, Computing Network Services (CNS) at York has ensured that the introduction and expansion of wireless network services have responded to the rapidly changing demands of the community by increasing wireless from 100 access points in 2003-2004 to 426 access points in 2005-2006.

- **New and renovated classrooms**

Throughout the double cohort period York has focused on developing new classrooms and renovating existing classrooms to bring them up to current standards. Between 2001-02 and 2004-05 we added more than 10,000 net assignable square meters of new classroom space. Since 2004-05, we have opened our new Accolade complex and made plans for additional graduate and research space. By 2007 we expect to add another 5,000 net assignable square meters of classroom space above the 2004 level.



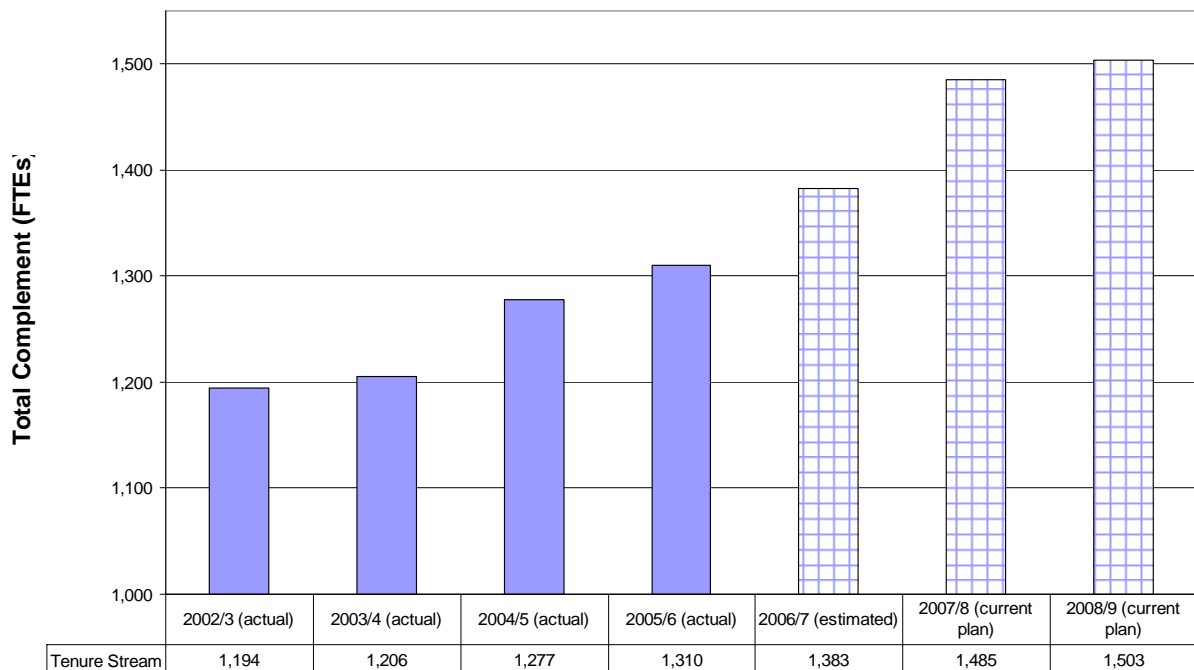
Quality Improvement Performance Measures

Over the next three years, York's focus will be on increasing the number of tenure-stream faculty, maintaining or improving our student-faculty ratios and maintaining or improving the percentage of time spent in small class settings.

York University Tenure-Stream Complement Plan to 2008-2009

York's most important quality investment toward teaching and learning excellence is to increase our complement of tenure-stream faculty. In all cases, the addition of tenure-stream faculty will mean more student faculty interaction and a richer experience for our students.

Faculty and Librarian Tenure-stream Complement



*Plans assume that all replacement appointments can be afforded within the Faculty budgets.

York University Student–Faculty Ratios

Student-faculty ratios are one measure which give an indication of the interaction between students and faculty members. The following array of ratios provides a nuanced picture of the student experience at York. Each ratio presented below provides an important view of the student experience for our undergraduate and graduate students.

INDICATORS	2002-2003	2003-2004	2004-2005	2005-2006
STUDENT:FACULTY RATIOS INCLUDING BOTH FULL-TIME AND PART TIME FACULTY				
Undergraduate (including graduate student teaching assistants)	16.7	17.0	17.0	16.9
Undergraduate (excluding graduate student teaching assistants)	19.4	20.0	19.9	19.7
STUDENT:FACULTY RATIOS INCLUDING FULL-TIME FACULTY ONLY				
Undergraduate	28.2	30.6	30.5	30.6
Graduate	2.9	2.9	2.7	2.6
Total Student	31.1	33.4	33.3	33.2
STUDENT:FACULTY INCLUDING TENURED AND TENURE STREAM FACULTY ONLY				
Undergraduate	30.0	32.9	32.8	33.7
Graduate	3.1	3.1	2.9	2.9
Total Student	33.1	36.0	35.7	36.6

York University Class Size

The following two charts present two different measures of class size to provide a more detailed view of the student experience at York University. First, we have provided the average class sizes for the primary meeting (normally a lecture) in each course by year level. In addition we have provided a separate calculation of the percentage of time spent in classes of less than 30 students by year level. This second measure captures the time students spend in tutorial groups, laboratories and other small group situations and better reflects the overall class size experience of individual students.

Average Class Size Based on Primary Meet

	2002-2003	2003-2004	2004-2005	2005-2006
1 st Year Level	92.3	89.0	84.3	83.2
2 nd Year Level	59.9	60.8	63.7	62.0
3 rd Year Level	35.7	35.0	36.3	37.3
4 th Year Level	18.7	18.9	18.8	20.4

Percent of Time Spent in Classes with Less Than 30 Students, by Year Level

	2002-2003	2003-2004	2004-2005	2005-2006
1 st Year Level	27.9%	28.6%	29.4%	28.8%
2 nd Year Level	28.3%	31.6%	28.1%	27.5%
3 rd Year Level	30.7%	30.9%	29.8%	29.9%
4 th Year Level	47.8%	47.0%	47.4%	45.7%

Performance Indicators

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives.

Please provide at least one indicator per strategy / program:

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09.

Provide at least one result for each indicator identified.

Strategy / Program	Indicator	Results for 2000-07 to 2008-09
Hire more tenure-stream faculty	Size of the tenure-stream complement (see above tenure-stream complement graph)	To increase tenure-stream faculty
Improve student-faculty ratios	Student-faculty ratios (see above student-faculty ratio chart)	To maintain or improve ratios
Manage class sizes	-Average size of primary class meets -Percent of time in classes of < 30 students (see above class size chart and time spent in classes chart)	-To maintain or reduce sizes of primary class meets -To maintain or increase the percentage of time spent in classes <30

Net New Hires for 2006-2007

In addition to the indicators and results you have outlined above, the Ministry is also seeking information on annual net new hires pursuant to the definitions for full time tenured, full time limited term and part time outlined in your 2005-06 Interim Accountability Agreement (IAA). Please outline your planned net new hires for 2006-07 in the table below:

2006-07	Faculty / Academic			Student Services Staff		Admin Staff
	Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	134	57	NA	29	NA	189
Retires/ Departures	62	25	NA	26	NA	146
Net New Hires	72	32	Available in March 2007	3	Available in October 2006	43

The Ministry will be asking institutions to update this table as part of the annual review of the Action Plan.

Student Engagement and Satisfaction

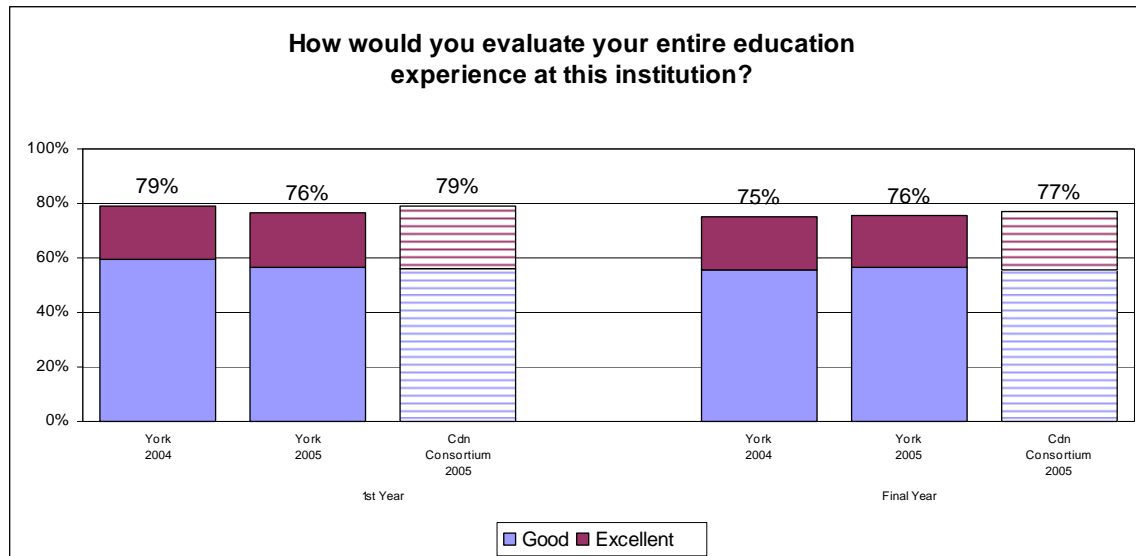
As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.

Pursuant to Section 2.2 of the Multi-Year Agreement and the MTCU –COU Protocol, York, along with all other Ontario universities, participated in the National Survey of Student Engagement (NSSE) in Winter 2006 and will participate in the Canadian Graduate and Professional Student Survey (CGPSS) in Winter 2007.

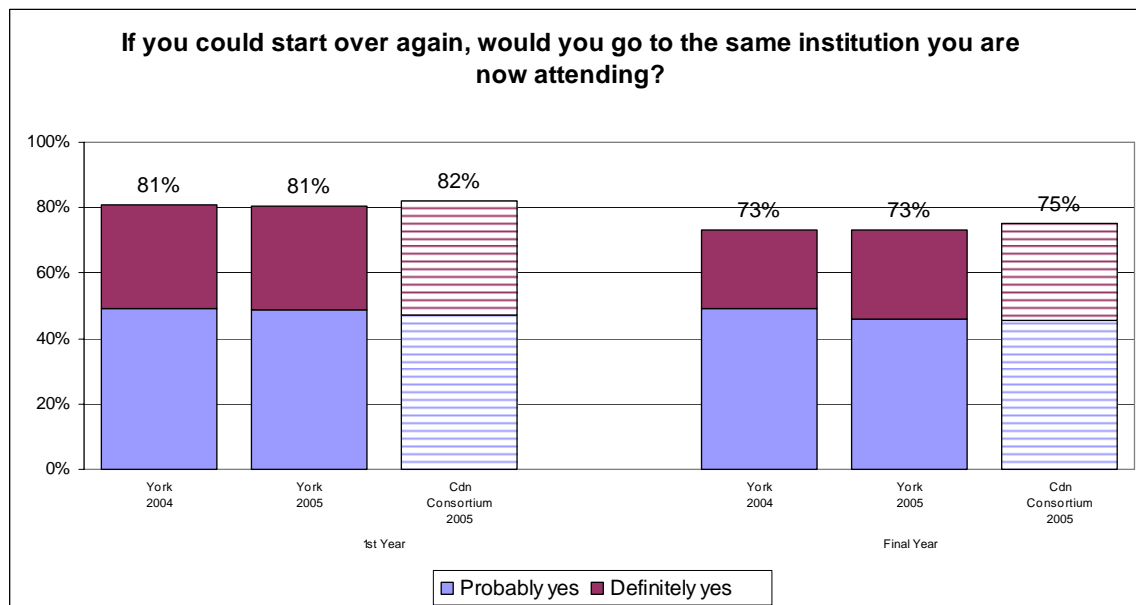
Prior to the province-wide initiative York already participated in NSSE in 2004 and 2005 and in the Canadian Graduate and Professional Student Survey (CGPSS) in 2005.

The following four charts provide baseline data for selected question results from our initial participation in both NSSE and CGPSS surveys as background for our future reporting.

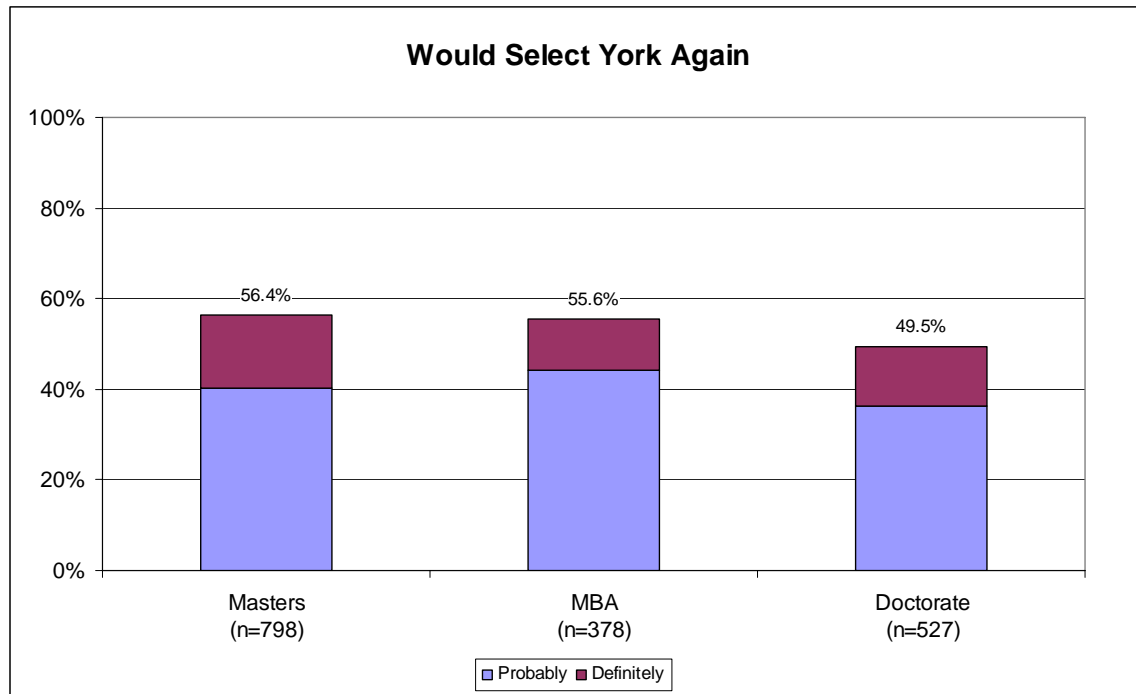
York University NSSE Results 2004 and 2005



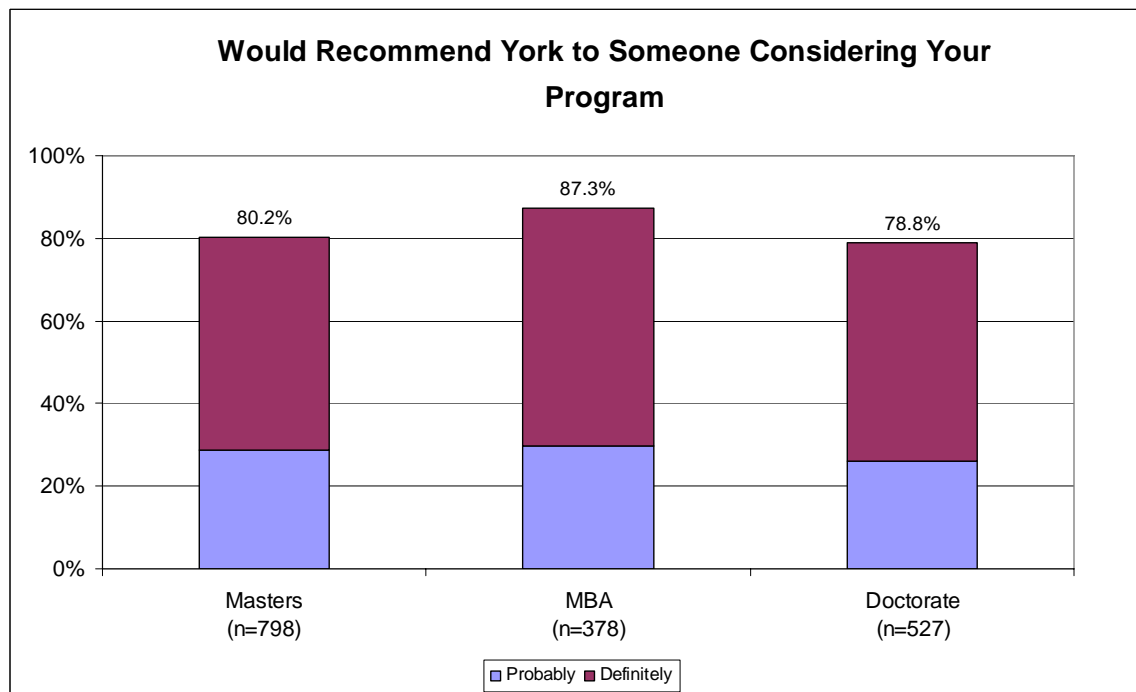
York University NSSE Results 2004 and 2005



York University CGPSS 2005



York University CGPSS 2005



Student Success

Retention

As experience with the CSRDE grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student retention. Pending the development of targets using the CSRDE, please establish multi-year targets for student retention rates that are appropriate to your institution's unique focus.

Please use the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 IAA. If you have used a different definition or methodology to establish these rates, please provide the Ministry with your new definition and methodology, and an explanation of why your institution has changed it:

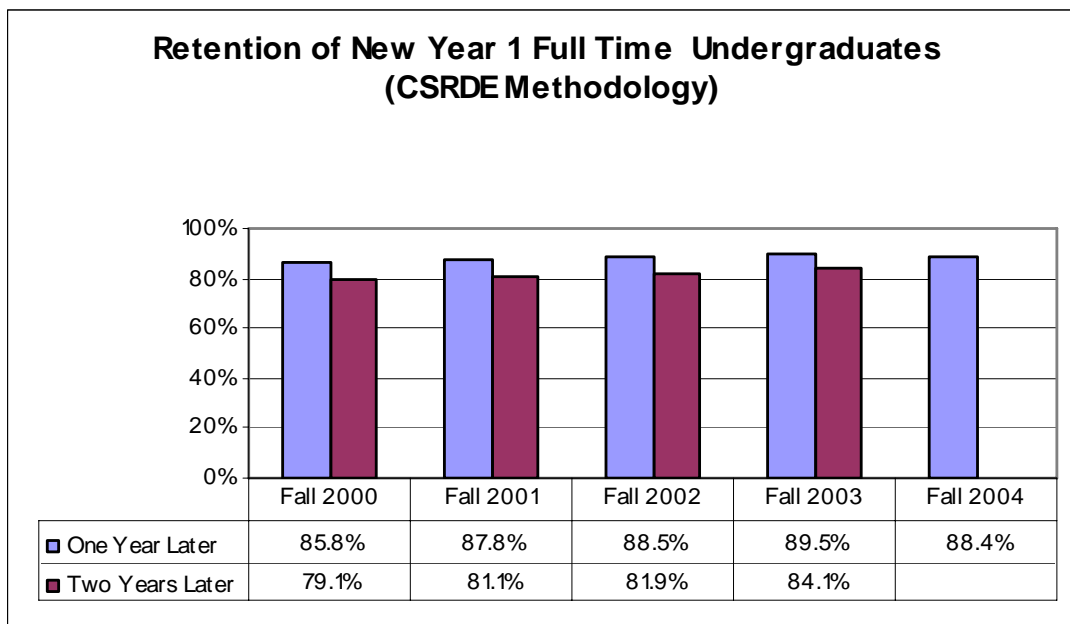
Pursuant to Section 2.2 of the MYA, York will continue to participate in the Consortium on Student Retention Data Exchange (CSRDE) and submit results from the exchange in accordance with the MTCU-COU protocol.

York will work with HEQCO to develop appropriate measures of retention and graduation rates to properly reflect the contributions by a university like York which maintains accessibility and has a significant percentage of upper year transfer students.

Student Retention Rates

In the following graphs we provide retention data for the last five cohorts. Our objective is to maintain or improve our results.

York University Retention Rates Based on CSRDE Method

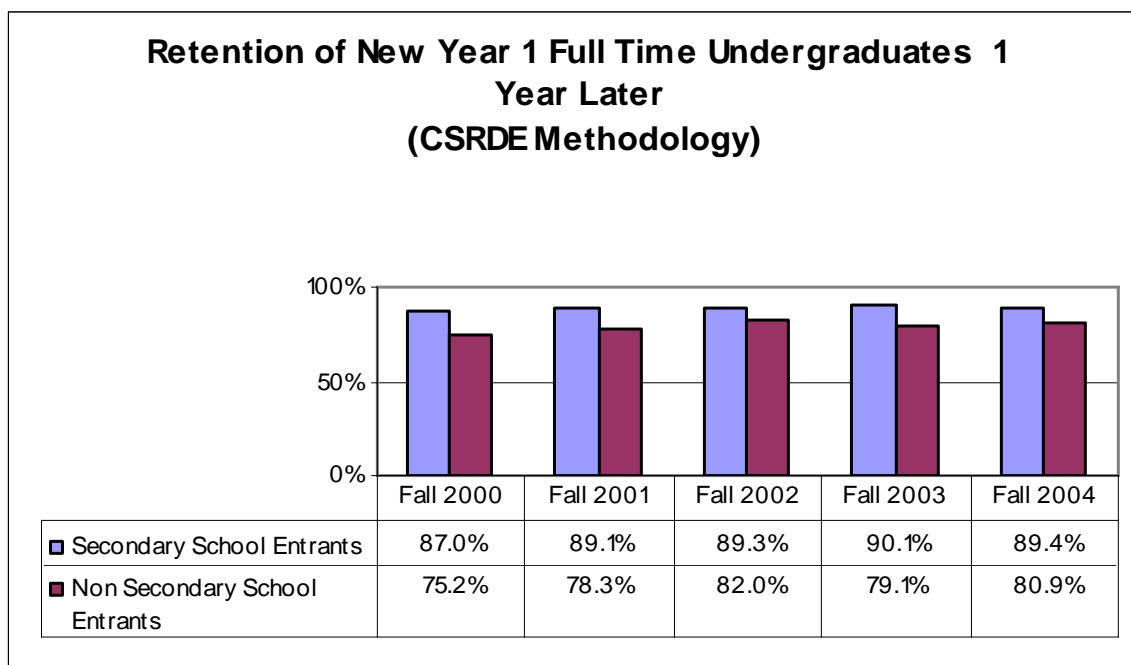


Note: The agreed CSRDE method tracks a cohort of full-time undergraduate students after one year and after two years. For example, for the Fall 2003 entering cohort 89.5% were continuing their studies after one year giving a retention rate of 89.5%. After two years 84.1% of the original cohort remained, which means that an additional

5.4% discontinued their studies. This latter figure is equivalent to a retention rate of 94% from year two to year three.

In addition to retention rates for all students we are tracking differential rates for first year students from secondary schools (101s secondary) separately from first year students from other sources (105s non-secondary). The data in the following graph shows the impact which our commitment to accessibility and our relatively high proportion of 105 admits has on our overall results.

Retention Rates for First Year Students by Admissions Category (101 and 105)



We look forward to working with MTCU and HEQCO to ensure that future retention measures take full account of institutional characteristics.

Student Retention Rates- CSRDE Method

	2006-07	2007-08	2008-09
One Year Later	Maintain or improve results	Maintain or improve results	Maintain or improve results
Two Years Later	Maintain or improve results	Maintain or improve results	Maintain or improve results

Note: The agreed CSRDE method tracks a cohort of full-time undergraduate students after one year and after two years.

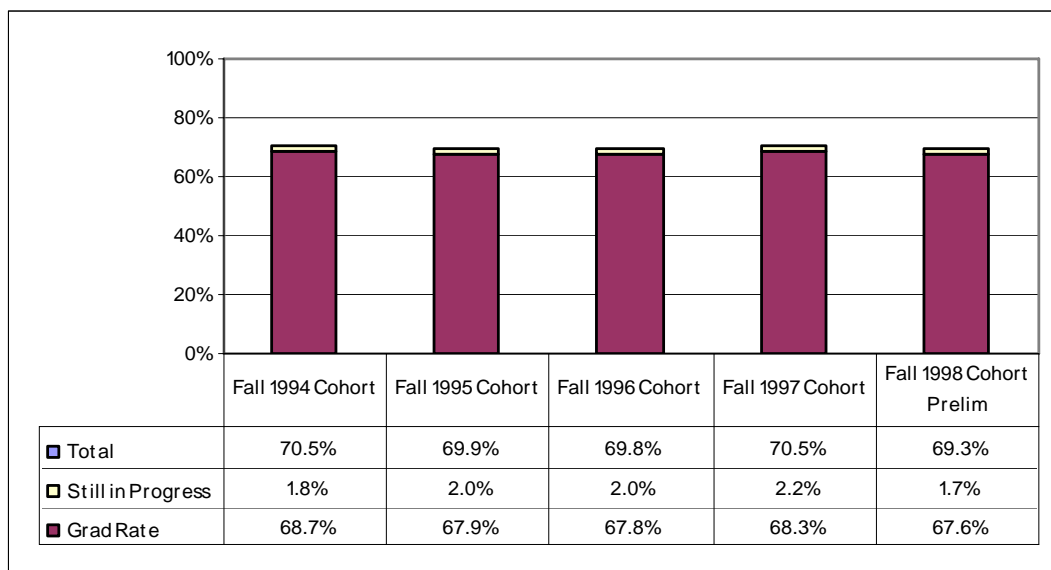
Graduation Rates

The Ministry will use the graduation data to determine whether the graduation rate of 74 per cent for the university system is being maintained or improved, pursuant to the “Reaching Higher” Measurement and Results Schematic located in Appendix A of the MYA.

Pursuant to Section 2.1 of the MYA, York will continue to participate in the Key Performance Indicator initiative, including the provision of the data needed to determine graduation rates.

In the following graph we provide graduation data for the last five cohorts. Our objective is to maintain or improve our results.

Graduation Rates for Full-Time First Year Students After 7 Years



In addition to reporting graduation rates using the MTCU KPI method, which focuses only on students who begin their studies as first year full-time students at York, we are analysing graduation rates for all York students.

We recognize we have an exceptionally high transfer rate from other universities and from CAATs. In fact, 33% of our graduating class are not included in the above MTCU KPI graph simply because they do not begin their studies at York.

We look forward to working with MTCU and HEQCO to develop a graduation rate performance measure which will better reflect the results for all of our students.

C. ACCOUNTABILITY

Please provide details on how the institution consulted with faculty, staff and students on the content of this Action Plan:

Multi-Year Action Plan Consultations at York University

York has undertaken comprehensive consultations on the Multi-Year Action Plan. Our consultations focused on the academic governance bodies of the university with a total of 13 separate sessions. In each session the President or one of the Vice-Presidents led off a discussion with a comprehensive slide presentation which reviewed the university's graduate and undergraduate enrolment plans as well as the various programs and result measures which are referred to in this document.

- Each York Faculty was included and 10 separate Faculty Council meetings were held across the university. Faculty Councils are the chief academic governance bodies in each Faculty and are comprised of full and part-time faculty members, as well as students and staff representatives.
 - **Osgoode Faculty Council - September 11th 2pm**
 - **Atkinson Faculty Council - September 13th 4pm**
 - **Faculty of Education Faculty Council September 14th 4pm**
 - **Faculty of Environmental Studies Faculty Council -September 18th 12:30pm**
 - **Glendon Faculty Council September 18 3:00pm**
 - **Faculty of Health Faculty Council –September 21st 12:30pm**
 - **Arts Faculty Council September 22nd 9am**
 - **Schulich Faculty Council – September 25th 12:30pm**
 - **Faculty Science & Engineering Faculty Council September 25 4pm**
 - **Faculty of Fine Arts Faculty Council September 27th 1pm**
 -
- To ensure student input, a consultation session was held with York's Student Representative Roundtable, comprised of heads or chairs of all York's undergraduate and graduate student governments- 9 College Councils, and 7 additional student groups, as well as the central student government associations (York Federation of Students-YFS and Graduate Students' Association- GSA), and student members of York's Board of Governors.
 - **Student Representative Roundtable - September 20th 5:15- 7:30pm**
- Additionally, a consultation was conducted with the Academic Policy and Planning standing committee of York's Senate, comprised of faculty members and students from a cross section of university disciplines.
 - **Senate APPC - September 14 10am- 12noon**
- A further consultative session was held with York's University Administrative Forum comprised of senior administrators from all university administrative units, both academic and non-academic.
 - **University Administrative Forum - September 25th 10-12pm**